**Chapter 01 Test Bank KEY**

1. A manager at the first level of management is called a(n):

A. top executive.

B. middle manager.

C. assembly-line worker.

**D.** supervisor.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-01: Define what a supervisor is.*

*Topic: Supervision: A Historical Perspective*

Feedback: A supervisor is a manager at the first level of management, which means the employees reporting to the supervisor are not managers.

2. Which of the following acts states that a supervisor is "any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibility to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection with foregoing the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment"?

A. The Wagner Act

**B.**  The Taft-Hartley Act

C. The Norris-La Guardia Act

D. The Fair Labor Standards Act

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-01: Define what a supervisor is.*

*Topic: Supervision: A Historical Perspective*

Feedback: The Taft-Hartley Act states that a supervisor is "any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibility to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection with the foregoing the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment."

3. Dillon, a new employee at Texcare Inc., reports to Debra, who is at the first level of management. In the context of different levels of management, Debra is most likely:

A. a manager.

B. a stakeholder.

**C.** a supervisor.

D. the director.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-01: Define what a supervisor is.*

*Topic: Supervision: A Historical Perspective*

Feedback: A supervisor is a manager at the first level of management. This means the employees who report to the supervisor are not managers.

4. Which of the following statements is true of managing at the supervisory level?

A. Supervisors are managers at the second level of management.

**B.** Supervisors are responsible for achieving departmental goals that contribute to company goals.

C. Supervisors need to project future forecasts and involve themselves in long-term planning.

D. Supervisors need to formulate vision for the company and develop business strategies.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.*

*Topic: Supervision: A Historical Perspective*

Feedback: Managing at the supervisory level means ensuring that the employees in a particular department are performing their jobs so that the department will contribute its share to accomplishing the organization’s goals. Usually, supervisors focus on day-to-day problems and goals to be achieved in one year or less.

5. Which of the following must be a supervisor’s primary focus?

**A.** Efficiency

B. Long-term planning

C. Future-oriented conceptualization

D. Predictability

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 1 Easy*

*Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.*

*Topic: Supervision: A Historical Perspective*

Feedback: A supervisor’s main task is to improve efficiency of work to achieve a department’s goals. A supervisor must focus on efficiency, functions to be performed, and people.

6. According to Abraham Maslow’s hierarchical pattern of needs, the most basic needs of any human being are:

A. safety needs.

**B.** physiological needs.

C. needs related to love and belonging.

D. esteem needs.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.*

*Topic: Supervision: A Historical Perspective*

Feedback: According to Abraham Maslow’s hierarchical pattern of needs, the most basic needs of any human being are physiological needs, such as food and shelter.

7. According to Abraham Maslow’s hierarchical pattern of needs, which of the following is the highest level of needs?

A. Safety needs

B. Physiological needs

**C.** Self-actualization needs

D. Esteem needs

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.*

*Topic: Supervision: A Historical Perspective*

Feedback: According to Abraham Maslow’s hierarchical pattern of needs, the most basic needs of any human being are physiological needs, such as food and shelter.

8. \_\_\_\_\_, a French industrialist, is often regarded as the pioneer of administrative theory.

A. Frederick W. Taylor

**B.** Henri Fayol

C. Abraham Maslow

D. Ivan Pavlov

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.*

*Topic: Supervision: A Historical Perspective*

Feedback: Henri Fayol, a French industrialist, is often regarded as the pioneer of administrative theory. The ideas that he generated relative to general management principles are still considered to be important among contemporary thinkers.

9. \_\_\_\_\_ is often referred to as the "father of scientific management."

**A.** Frederick W. Taylor

B. Henri Fayol

C. Abraham Maslow

D. Ivan Pavlov

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.*

*Topic: Supervision: A Historical Perspective*

Feedback: Frederick W. Taylor (1856–1915) is often referred to as the "father of scientific management." Taylor believed that in order to improve efficiency, it is important to consider the best way in which a job could be completed.

10. Which of the following needs includes an attitude of acceptance, a lack of racial biases, and creativity?

**A.** Self-actualization needs

B. Physiological needs

C. Safety needs

D. Esteem needs

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.*

*Topic: Supervision: A Historical Perspective*

Feedback: According to Maslow’s hierarchy of needs, self-actualization includes an attitude of acceptance, a lack of racial biases, and creativity.

11. Which of the following is true about supervision?

A. Henri Fayol generated the idea that the application of science to the study of production can result in maximal employee efficiency.

B. Supervision is management at the highest level of an organization.

**C.** It is important for supervisors to help workers to satisfy their personal needs while being productive in organizations.

D. The quality of an organization is often independent of the quality of interactions among its members.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.*

*Topic: Supervision: A Historical Perspective*

Feedback: Abraham Maslow (1908–1970), a pioneering psychologist who is perhaps the best-known contributor of the people focus, recognized that people have different sets of needs that are met in a hierarchical pattern. Based upon Maslow’s findings, supervisors must help workers to satisfy their personal needs while being productive in organizations.

12. Supervisors emphasize people orientation because they:

A. work with conceptualization and policy formation and understand a company’s requirements.

B. work with other departments to collaborate tasks.

C. plan organizational strategies with top management.

**D.** deal directly with employees and have knowledge about an organization’s customers.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.*

*Topic: Supervision: A Historical Perspective*

Feedback: Because they deal directly with employees and have knowledge about an organization’s customers, supervisors emphasize a people orientation. This focus recognizes that the quality of an organization is often affected by the quality of interactions among its members.

13. Which of the following is the reason why supervisors must have good technical skills?

A. Supervisors are part of top management.

B. Supervisors work with future-oriented tasks.

**C.** Supervisors are first-level managers.

D. Supervisors work with conceptualization tasks.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Technical skills are the specialized knowledge and expertise used to carry out particular techniques or procedures. Supervisors inspire employees to do their best. Therefore, they need good technical skills.

14. The ability to see the relationship of the parts to the whole and to one another is known as:

A. technical skills.

B. process skills.

**C.** conceptual skills.

D. human relations skills.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Conceptual skills involve the ability to see the relationship of the parts to the whole and to one another. For a supervisor, conceptual skills include recognizing how a department’s work helps an entire organization achieve its goals and how the work of various employees affects the performance of the department as a whole.

15. Mary has been working as a seamstress for the last ten years. Her ability to sew flawlessly is an example of her:

A. decision-making skills.

B. conceptual skills.

C. motivational skills.

**D.** technical skills.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Technical skills are the specialized knowledge and expertise used to carry out particular techniques or procedures. Mary knows procedures and techniques of sewing.

16. For a supervisor, conceptual skills include:

**A.** the recognition of how the work of various employees affects the performance of a department as a whole.

B. the specialized knowledge and expertise used to carry out particular mechanical, scientific, or work-related techniques or procedures.

C. the ability to communicate with, motivate, and understand people.

D. the ability to analyze information and reach good decisions.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: For a supervisor, conceptual skills include recognizing how a department’s work helps an entire organization achieve its goals and how the work of various employees affects the performance of the department as a whole.

17. Top managers rely most on \_\_\_\_\_.

A. conceptual skills

**B.** decision-making skills

C. technical skills

D. human relations skills

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Top managers tend to rely more on decision-making skills simply because they tend to make more complex decisions. Decision-making skills involve the ability to analyze information and reach good decisions.

18. Supervisors require less conceptual skills because they:

A. are part of top management.

B. work with future-oriented tasks.

**C.** are first-level managers.

D. work with conceptualization tasks.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Conceptual skills involve the ability to see the relationship of the parts to the whole and to one another. Since supervisors are first-level managers, they rely more on technical skills than on conceptual skills.

19. In the context of important managerial skills, analyzing information about events, trends, and changes in a company’s environment to identify threats and opportunities for the work unit is primarily part of \_\_\_\_\_ skill.

A. encouraging innovative thinking

B. developing

C. consulting

**D.** external monitoring

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: External monitoring means analyzing information about events, trends, and changes in the external environment to identify threats and opportunities for the work unit. It is an important managerial skill.

20. In the context of skills of successful managers, \_\_\_\_\_ primarily involves checking on the progress and quality of the work and evaluating individual and unit performance.

**A.** monitoring operations

B. empowering

C. consulting

D. envisioning change

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Monitoring operations primarily involves checking on the progress and quality of the work and evaluating individual and unit performance.

21. In the context of skills of successful managers, \_\_\_\_\_ primarily involves checking with people before making decisions that affect them, encouraging participation in decision making, and using the ideas and suggestions of others.

**A.** consulting

B. empowering

C. clarifying roles

D. envisioning change

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Consulting primarily involves checking with people before making decisions that affect them, encouraging participation in decision making, and using the ideas and suggestions of others.

22. In the context of skills of successful managers, being considerate when tasks are difficult and helping employees to get over anxiety and stress is the primary part of \_\_\_\_\_.

A. developing

**B.** supporting

C. empowering

D. consulting

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Supporting means being considerate, showing sympathy and support when someone is upset or anxious, and providing encouragement and support when a task is difficult or stressful. It is a people-related activity.

23. Providing praise for significant achievements and effective performance can be best categorized as part of the managerial skill called \_\_\_\_\_.

A. developing

B. supporting

C. empowering

**D.** recognizing

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Recognizing involves providing praise and recognition for effective performance, significant achievements, special contributions, and performance improvements.

24. In the context of skills of successful managers, \_\_\_\_\_ primarily involves providing coaching and dvice, providing opportunities for skill development, and helping people learn how to improve their skills.

A. supporting

B. recognizing

C. empowering

**D.** developing

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: In the context of important managerial skills, developing involves providing coaching and advice, providing opportunities for skill development, and helping people learn how to improve their skills.

25. In the context of skills of successful managers, \_\_\_\_\_ primarily involves allowing substantial responsibility and discretion in work activities and trusting people to solve problems and make decisions without getting approval first.

**A.** empowering

B. developing

C. supporting

D. consulting

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: In the context of skills of successful managers, empowering involves allowing substantial responsibility and discretion in work activities and trusting people to solve problems and make decisions without getting approval first.

26. In the context of skills of successful managers, presenting an appealing description of desirable outcomes that the unit can achieve and describing a proposed change with enthusiasm and conviction is primarily part of \_\_\_\_\_.

A. monitoring operations

B. short-term planning

C. encouraging innovative thinking

**D.** envisioning change

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: In the context of skills of successful managers, envisioning change involves presenting an appealing description of desirable outcomes that the unit can achieve and describing a proposed change with enthusiasm and conviction.

27. In the context of skills of successful managers, making sacrifices to encourage and promote desired outcomes in an organization is primarily part of \_\_\_\_\_.

A. monitoring operations

**B.** taking risks for change

C. external monitoring

D. envisioning change

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: In the context of skills of successful managers, making sacrifices to encourage and promote desired outcomes in an organization is part of taking risks for change.

28. In the context of skills of successful managers, \_\_\_\_\_ primarily involves challenging people to question their assumptions about the work and consider better ways of doing it.

A. monitoring operations

B. taking risks for change

**C.** encouraging innovative thinking

D. envisioning change

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: In the context of skills of successful managers, encouraging innovative thinking involves challenging people to question their assumptions about the work and consider better ways of doing it.

29. Efforts to carry out critical management-related duties, such as planning, setting objectives for employees, and monitoring performance can be best categorized as:

A. team-related activities.

B. change-related activities.

C. people-related activities.

**D.** task-related activities.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Task-related activities are efforts to carry out critical management-related duties, such as planning, setting objectives for employees, and monitoring performance.

30. Which of the following is a people-related activity?

A. Setting objectives for employees

B. Monitoring performance

**C.** Developing employees’ skills

D. Proposing new tactics and strategies

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: People-related activities involve efforts to manage people, such as by providing support and encouragement, recognizing contributions, developing employees’ skills, and empowering employees to solve problems.

31. Which of the following is a change-related activity?

A. Setting objectives for employees

B. Monitoring performance

C. Developing employees’ skills

**D.** Proposing new tactics and strategies

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Change-related activities involves effots to modify components of the organization, such as monitoring the environment to detect a need for change, proposing new tactics and strategies, encouraging others to think creatively, and taking risks to promote needed changes.

32. Gilbert, a new supervisor, finds it hard to associate with his employees. He thinks his subordinates are from diverse cultures and that understanding these cultures is difficult. In the context of skills of a supervisor, Gilbert must improve his \_\_\_\_\_ skills.

A. communication

**B.** human relations

C. conceptual

D. decision-making

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Human relations skills are the skills required to work effectively with other people. These skills include the ability to communicate with, motivate, and understand people.

33. Which of the following managerial skills do supervisors and other managers rely on when they need to assign tasks and explain job responsibilities, task objectives, and performance expectations?

A. Envisioning change

B. Taking risks for change

**C.** Clarifying roles

D. Monitoring operations

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Clarifying roles involve assigning tasks and explaining job responsibilities, task objectives, and performance expectations. This helps in delegation of authority.

34. Which of the following managerial skills do supervisors and other managers rely on when they determine how to use personnel and other resources to accomplish a task efficiently and determine how to schedule and coordinate activities efficiently?

**A.** Short-term planning

B. External monitoring

C. Empowering

D. Developing

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Short-term planning involves determining how to use personnel and other resources to accomplish a task efficiently and determining how to schedule and coordinate activities efficiently.

35. Renox Inc., a service-based company, brought new processes to its workplace. Mark, the manager for training, was given the responsibility to communicate the new processes to the employees. He held a meeting and involved all the employees to take part in forming new ideas to accept the processes. Mark also recognized the accomplishments of old employees and empowered new employees to accept new ideas. He also developed new training managers to improve the employees’ skills. In this scenario, Mark primarily used \_\_\_\_\_\_ activities to implement the new processes in Renox Inc.

A. change-related

B. culture-related

C. task-related

**D.** people-related

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: In this scenario, Mark primarily used people-related activities to implement the new processes in Renox Inc. People-related activities include efforts to manage people, such as by providing support and encouragement, recognizing contributions, developing employees’ skills, and empowering employees to solve problems. It basically involves improvement of employees by development of their skills and abilities.

36. Barry, a customer service executive, finds it difficult to handle an angry customer. He asks his supervisor, Ben, to handle the situation. Ben listens to the customer patiently and apologizes for the inconvenience caused. This calms the customer down. In the context of supervisory skills, Ben primarily used \_\_\_\_\_ skills to solve the problem.

A. technical

**B.** human relations

C. conceptual

D. decision-making

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Ben used human relations skills to communicate effectively and understand the customer. Human relations skills are the skills required to work effectively with other people. These skills include the ability to communicate with, motivate, and understand people.

37. Which of the following is an example of the developing skills of a manager?

**A.** Providing coaching and advice

B. Providing praise and recognition for effective performance

C. Being considerate

D. Checking on the progress and quality of work

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: The developing skills of a manager involve providing coaching and advice, providing opportunities for skill development, and helping people learn how to improve their skills.

38. Ray, a manager at Senzel Inc., wants to implement a new software in the company’s processes. This software will help him to monitor the productivity of his employees more effectively. However, before implementing the change, he discusses it with his supervisors to understand the effect it will have on the internal environment of the company. Ray is primarily utilizing \_\_\_\_\_ skills in this scenario.

A. developing

**B.** consulting

C. recognizing

D. empowering

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Ray is primarily utilizing consulting skills in this scenario. Consulting skills require checking with people before making decisions that affect them, encouraging participation in decision making and using the ideas and suggestions of others.

39. Maya, a supervisor at Zelden Inc., focuses on achieving her department’s goals on time. She understands that it contributes to the achievement of the organization’s goal. In the context of supervisory skills, Maya has good \_\_\_\_\_ skills.

A. human relations

B. decision-making

C. technical

**D.** conceptual

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Supervisors with good conceptual skills have the ability to see the relationship of the parts to the whole and to one another. For a supervisor, conceptual skills include recognizing how the department’s work helps an entire organization achieve its goals and how the work of various employees affects the performance of a department as a whole.

40. Gary is a new supervisor in a manufacturing company. In the context of supervisory skills, Gary will mostly need \_\_\_\_\_ skills in his work.

A. human relations

B. decision-making

**C.** technical

D. conceptual

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Technical skills are required the most by supervisors because their work requires them to communicate with work-level employees on a day-to-day basis. Other skills like human relations, conceptual skills, and decision-making skills are used relatively lesser by supervisors than by middle and top-level managers.

41. Michelle is a sales manager at Feuzen Inc. Her job includes analyzing recent trends and evaluating modern technological changes. In this scenario, Michelle is primarily engaged in \_\_\_\_\_.

A. clarifying roles

**B.** external monitoring

C. thinking innovatively

D. short-term planning

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Michelle is primarily engaged in external monitoring. The external monitoring skill involves analyzing information about events, trends, and changes in the external environment to identify threats and opportunities for the work unit.

42. Elizabeth is a supervisor at Marten Inc., a company that sells electronic goods. Steven, a new sales executive at Marten Inc., is dealing with a difficult customer. He finds it difficult to deal with this customer who requires extensive knowledge about products before he purchases something. The best way in which Elizabeth can help Steven in the long run is to \_\_\_\_\_.

A. help him by dealing with the difficult customer and making the sale

**B.** teach him how to handle a difficult customer on his own

C. let experienced employees in the company handle difficult customers

D. set lower sales targets for Steven so that he gets room to develop his skills

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: By teaching Steven how to deal with a difficult customer on his own, Elizabeth is developing Steven’s skills. As a skill of successful managers, developing involves providing coaching and advice, providing opportunities for skill development, and helping people learn how to improve their skills.

43. Supervisors rely more on technical skills than do higher-level managers because:

A. higher-order skills like human relations are of little use to supervisors.

B. supervisors are expected to deal with technical work only.

C. their subordinates are generally low-skilled and require less human relations skills to manage.

**D.** employees who have a problem doing their jobs go to the supervisor and expect help.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-03: Describe the basic types of supervisory skills.*

*Topic: Types of Supervisory Skills*

Feedback: Supervisors rely more on technical skills than do higher-level managers because employees who have a problem doing their jobs go to the supervisor and expect help.

44. Margaret is the only female employee at her workplace, which includes 20 employees. Her suggestions are often overlooked because of this. In the context of diversity of workplace, this is an example of \_\_\_\_\_.

A. gap in communication

B. empowering issue

**C.** subtle discrimination

D. supporting behavior

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor’s role.*

*Topic: Types of Supervisory Skills*

Feedback: Subtle forms of discrimination exist in every workplace. This can include conscious or unconscious stereotyping. The subtle discrimination that results may include ignoring the input from the only woman at a meeting or mistaking an African-American professional for someone with a less prestigious job.

45. Choose the correct statement regarding workforce diversity.

**A.** Almost everybody holds some stereotypes that consciously or unconsciously influence their behavior.

B. Questioning negative stereotypes rarely helps supervisors and other managers in improving employee attitudes and thus should be avoided.

C. It is alright for managers to give preference to employees on the basis of their sex.

D. Mistaking an African-American professional for someone with a less prestigious job cannot be considered to be a form of discrimination.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor’s role.*

*Topic: Types of Supervisory Skills*

Feedback: Subtle forms of discrimination persist in every workplace, and everybody holds some stereotypes that consciously or unconsciously influence their behavior. The subtle discrimination that results may include ignoring the input from the only woman at a meeting or mistaking an African-American professional for someone with a less prestigious job.

46. Chang works as a supervisor at Corpus Inc. He finds that Emily, the only female employee in the office, has difficulties communicating effectively with her colleagues because of subtle discrimination. In the context of dealing with discrimination, Chang must:

A. speak to Emily on a regular basis to alleviate the emotional and psychological effects of discrimination.

B. train Emily to deal with discrimination in an effective manner.

C. empower Emily with much higher authority so that other employees respect her.

**D.** question negative stereotypes regarding Emily and ask the employees to avoid such remarks.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor’s role.*

*Topic: Types of Supervisory Skills*

Feedback: In this scenario, Chang must question negative stereotypes regarding Emily and ask the employees to avoid such remarks. In case of subtle discrimination, supervisors and other managers can use several tactics to improve attitudes. One of these is to question negative stereotypes. When an employee makes an offensive comment, a supervisor should point out the damage it does and ask the employee to avoid such remarks in the future.

47. Lorenzo works as a supervisor at NovaMachines Corp., a manufacturing firm. He finds that the raw materials of the firm are being used ineffectively due to which NovaMachines Corp. is incurring losses. He asks his subordinates to make appropriate changes in order to increase the efficiency of raw material utilization. In this scenario, Lorenzo is primarily engaged in the function of \_\_\_\_\_.

A. planning

B. organizing

**C.** controlling

D. staffing

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: In this scenario, Lorenzo is primarily engaged in the function of controlling. When something goes wrong, a supervisor must find a way to fix the problem or enable employees to do so. Monitoring performance and making needed corrections is the management function of controlling.

48. Deciding on a department’s goals and how to meet them most accurately describes the function of:

**A.** planning.

B. leading.

C. organizing.

D. controlling.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: Types of Supervisory Skills*

Feedback: A supervisor’s job includes determining a department’s goals and the ways to meet them. This is the function of planning.

49. Christie works as a supervisor at Rubrics Inc. She is engaged in preparing a budget for her department that includes all the expenditures made on furniture. Which of the following supervisory functions does this most accurately exemplify?

**A.** Planning

B. Leading

C. Organizing

D. Controlling

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: Christie was engaged in the function of planning. The planning function involves determining a department’s goals and the ways to meet them. The purpose of planning by supervisors is to determine how a department can contribute to achieving an organization’s goals. This includes planning how much money to spend.

50. Rhonda is the supervisor of the spare parts department at a car dealership. Her responsibilities include scheduling work for employees, setting deadlines, and delegating work as to who should do the ordering and who should help her with counting the inventory. These responsibilities can be best categorized as the supervisory function of:

A. leading.

B. controlling.

**C.** organizing.

D. planning.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: Organizing involves setting up a group, allocating resources, and assigning work to achieve goals efficiently. At the supervisory level, organizing usually involves activities such as scheduling projects and assigning duties to employees.

51. The activities involved in identifying, hiring, and developing the necessary number and quality of employees can be best categorized as the management function of:

A. organizing.

**B.** staffing.

C. controlling.

D. leading.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: In the context of supervisory functions, the staffing function involves identifying, hiring, and developing the necessary number and quality of employees.

52. Influencing employees to act (or not act) in a certain way is the primary part of the management function called:

**A.** leading.

B. planning.

C. organizing.

D. controlling.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: Types of Supervisory Skills*

Feedback: The supervisor is responsible for letting employees know what is expected of them and inspiring and motivating employees to do good work. Influencing employees to act (or not act) in a certain way is the function of leading.

53. A vision will not become a reality unless employees know and want to do their part. \_\_\_\_\_, as a function of management, is primarily associated with this aspect.

**A.** Leading

B. Organizing

C. Staffing

D. Controlling

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: Even if a supervisor has the clearest and most inspired vision of how a department and its employees should work, this vision will not become a reality unless employees know and want to do their part. The supervisor is responsible for letting employees know what is expected of them and inspiring and motivating employees to do good work. Influencing employees to act (or not act) in a certain way is the function of leading.

54. Monitoring performance and making needed corrections is termed as the management function of:

A. leading.

B. planning.

C. staffing.

**D.** controlling.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: A supervisor needs to know what is happening in a department. When something goes wrong, the supervisor must find a way to fix the problem or enable employees to do so. Monitoring performance and making needed corrections is the management function of controlling.

55. Sandra works is the supervisor of the accounting department of Welfare Co. She noticed that in the month of September, the expenditure on supplies was much more than its allowed budget. She researched the surplus and found that she had approved a bulk purchase of supplies to take advantage of a volume discount. Sandra then made appropriate corrections to the expenditure so that their future expenditures of supplies are in line with the budget allowed. In this scenario, in which of the following management functions was Sandra primarily engaged?

**A.** Controlling

B. Organizing

C. Leading

D. Staffing

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: Sandra is primarily engaged in controlling. When something goes wrong, a supervisor must find a way to fix the problem or enable employees to do so. Monitoring performance and making needed corrections is the management function of controlling.

56. On which of the following sets of management functions do higher-level managers usually spend most of their time?

A. Staffing and controlling

**B.** Planning and organizing

C. Staffing and organizing

D. Organizing and controlling

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: In the context of management functions, higher-level managers are responsible for setting the overall direction for an organization; thus, they spend more time on planning and organizing.

57. Supervisors typically spend most of their time:

A. staffing and controlling.

B. planning and organizing.

C. staffing and organizing.

**D.** leading and controlling.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: Typically, supervisors spend most of their time leading and controlling, because they work directly with the employees who are producing or selling a product or providing support services. Planning, staffing, and organizing take up less of a supervisor’s time.

58. Which of the following skills is relatively more important for first-level managers?

A. Conceptual skills

B. Decision-making skills

C. Human relations skills

**D.** Technical skills

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: Becoming a Supervisor*

Feedback: Most supervisors start out working in a department they now supervise. Because technical skills are relatively important for first-level managers, the person selected to be supervisor is often an employee with a superior grasp of the technical skills needed to perform well in the department.

59. Organizing draws heavily on a supervisor’s conceptual skills, but leading requires good \_\_\_\_\_ skills.

A. technical

B. human relations

**C.** conceptual

D. decision-making

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: Organizing draws heavily on a supervisor’s conceptual skills, but leading requires good human relations skills. The supervisor needs to be aware of and use behaviors that employees respond to as he or she desires.

60. Abigail, a production manager at Teznek Inc., interviews and selects candidates who would work in her team. In this scenario, Abigail is mainly performing the \_\_\_\_\_ function.

A. planning

B. organizing

**C.** staffing

D. leading

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: In this scenario, Abigail is mainly performing the staffing function. A supervisor needs qualified employees to carry out the tasks that he or she has planned and organized. The activities involved in identifying, hiring, and developing the necessary number and quality of employees are known as the function of staffing.

61. Bilal, a supervisor at BrainWare Corp., is given the task of organizing and setting up a new department’s processes in his company. This new task will draw heavily on Bilal’s \_\_\_\_\_ skills.

A. human relations

**B.** conceptual

C. technical

D. motivational

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: This new task will draw heavily on Bilal’s conceptual skills. Organizing draws heavily on a supervisor’s conceptual skills. The function of organizing involves determining how to set up a group, allocating resources, and assigning work to achieve goals efficiently.

62. Supervisors spend most of their time leading and controlling because:

A. other functions like planning and organizing are of no use to them.

B. these functions help them to deal effectively with higher-level managers.

C. they communicate directly with the heads of other departments.

**D.** they work directly with the employees who are producing or selling a product.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: Supervisors work directly with the employees who produce or sell a product or providing support services. This is the reason why they spend most of their time leading and controlling people.

63. Prof. Ranjan was teaching his management students about the ways to utilize resources and equipment in a job in order to achieve maximum efficiency and effectiveness. In the context of functions of a supervisor, Prof. Ranjan was discussing the \_\_\_\_\_ function.

**A.** controlling

B. staffing

C. communicating

D. leading

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-05: Identify the general functions of a supervisor.*

*Topic: General Functions of the Supervisor*

Feedback: Prof. Ranjan was discussing the controlling function. An aspect of controlling relates back to planning. A good supervisor does not just plan to meet goals. A good supervisor finds ways to best utilize the people and the equipment available in order to meet or exceed goals.

64. A supervisor’s responsibilities include:

A. communicating only with superiors and subordinates.

B. conceptualization of tasks.

C. projecting future trends of a company.

**D.** providing an opportunity for employees to evaluate him or her.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 1 Easy*

*Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.*

Feedback: It is the responsibility of a supervisor to provide an opportunity for employees to evaluate him or her.

65. Identify the correct statement regarding supervisory responsibilities.

**A.** Supervisors should keep their staff informed and up to date.

B. Supervisors should avoid having a sense of humor.

C. Supervisors should refrain from learning proper hiring practices.

D. Supervisors should keep vague employee records.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.*

*Topic: Responsibilities of the Supervisor*

Feedback: One of the responsibilities of supervisors is to keep their staff informed and up to date.

66. The practice of imposing penalties for failing to adequately carry out responsibilities and giving rewards for meeting responsibilities is referred to as:

A. planning.

**B.** accountability.

C. subtle discrimination.

D. reliability.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.*

*Topic: Responsibilities of the Supervisor*

Feedback: Accountability refers to the practice of imposing penalties for failing to carry out responsibilities adequately, and it usually includes giving rewards for meeting responsibilities.

67. Supervisors, who build morale and carry employee concerns to the relevant managers, are expected to serve as a kind of \_\_\_\_\_ between employees and management.

A. arbitrator

B. initiator

C. strategist

**D.** linchpin

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.*

*Topic: Responsibilities of the Supervisor*

Feedback: Supervisors are expected to serve as a kind of linchpin, or bridge, between employees and management. Thus, their responsibilities include building morale and carrying employee concerns to the relevant managers.

68. Sarah, a supervisor at Zenair Inc., forgets to communicate its sales targets for the day, which results in low performance. In the context of responsibilities of a supervisor, Sarah failed to:

A. be accessible to those under supervision.

**B.** keep the staff informed and up to date.

C. specialize in her duties.

D. train her subordinates.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.*

*Topic: Responsibilities of the Supervisor*

Feedback: Keeping staff informed and up to date is one of the responsibilities of a supervisor. Sarah failed to keep her subordinates informed about the targets.

69. Akira, a supervisor at Weld-on Inc., was required to work in place of his subordinate due to shortage of workforce. He did his work in an effective way. In the context of responsibilities of a supervisor, Akira was good at:

**A.** being able to perform the duties of his subordinate.

B. adhering to anti-discrimination rules.

C. keeping in touch with his workplace standards.

D. providing an opportunity for his employees to evaluate him.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.*

*Topic: Responsibilities of the Supervisor*

Feedback: One of the important responsibilities of a supervisor is to be able to perform the duties of the employees he or she supervises.

70. Jimmy was the only one among the 20 employees working as sales executives at Orion Sales Inc. to be promoted as a supervisor. However, he realized that it would be hard for him to impose authority and power on his subordinates because they saw him as a colleague. In order to acquire power, Jimmy should first:

A. dictate his orders to his subordinates.

B. associate with top-level managers to learn how to acquire power.

**C.** ask his boss to officially announce his new position in the company.

D. ask his subordinates to follow the orders unquestionably.

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.*

*Topic: Responsibilities of the Supervisor*

Feedback: To acquire power upon assuming the job of supervisor, it may help to have the new supervisor’s boss make an official announcement of the promotion. When accepting the job, a supervisor can ask his or her boss to announce the promotion at a meeting of the employees.

71. Jia, a sales executive, performs exceptionally well at her work. Bill, Jia’s supervisor, gives her monetary incentives for her outstanding performance. Bill is primarily exercising the \_\_\_\_\_ trait of a supervisor.

A. loyalty

**B.** accountability

C. fairness

D. controlling

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.*

*Topic: Responsibilities of the Supervisor*

Feedback: Bill is exercising the accountability trait of a supervisor. Accountability refers to the practice of imposing penalties for failing to carry out responsibilities adequately, and it usually includes giving rewards for meeting responsibilities.

72. Salma is a new supervisor. She realizes that she lacks necessary human relations skills to perform her job in an effective way. The best way for Salma to learn human relations skills is to:

A. associate with managers.

B. assign tasks and give feedback to subordinates.

**C.** read books and observe the behavior of employees.

D. utilize authority to get work done.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

Feedback: A new supervisor can learn about management and supervision through books and observation. He or she can think about ways to carry out the role of supervisor.

73. \_\_\_\_\_ is the right to do certain things.

A. Power

**B.** Authority

C. Accountability

D. Empowerment

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

Feedback: Authority is the right to do certain things.

74. \_\_\_\_\_ means the ability to do certain things.

**A.** Power

B. Authority

C. Accountability

D. Empowerment

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

Feedback: Power means the ability to do certain things.

75. Rachel and Wilma were friendly colleagues who worked in the same department for a long period of time. Rachel was promoted as supervisor of the department. After that, Rachel noticed that Wilma was speaking with her less frequently and was also less friendly than she was before. In the context of a new supervisor’s role, this is an example of \_\_\_\_\_.

A. focus on human relations skills

B. focus on the group

C. power and authority

**D.** changed work relationships

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

Feedback: The given scenario exemplifies changed work relationships. A supervisor may learn that one or more employees had been candidates for the supervisor’s job and therefore may be jealous. One constructive approach that a supervisor might take to this problem is to acknowledge the other person’s feelings, ask for the employee’s support, and discuss his or her long-term goals.

76. Bob has been promoted to a supervisory position from a sales executive and will start working full-fledged in his new position in six months. He is anxious about this new position. In this scenario, Bob should focus on:

A. handing over all tasks to his subordinates.

**B.** preparing for the job.

C. seeking a better opportunity.

D. obtaining and using power and authority.

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

Feedback: Bob should focus on preparing for the job. One way to combat the anxiety is to prepare for the job. A new supervisor can learn about management and supervision through books and observation. He or she can think about ways to carry out the role of supervisor.

77. Which of the following would be a new supervisor’s most reliable source of getting to know his or her new employees?

A. The top management

B. The performance appraisals of employees

C. The human resource department

**D.** The employees themselves

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

Feedback: To get to know employees, a supervisor can talk to his or her own manager and read performance appraisals, but the most reliable sources of information are the employees themselves. Particularly in the early days on the job, a supervisor should take time to discuss goals with employees and observe their work habits.

78. Isaac was promoted as a new supervisor in his company. Later, he notices that his colleague Dexter is jealous of him being a supervisor because he was also a candidate for this position. Which of the following steps should Isaac take up in order to solve this issue effectively?

A. Speak about this issue with the top-level executives

B. Try to solve the conflict by explaining Dexter how to become a supervisor

C. Neglect Dexter’s feelings and perform his job with honesty

**D.** Try to understand Dexter’s perspective and ask for his support in important tasks

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

Feedback: Isaac should try to understand Dexter’s perspective and ask for his support in important tasks. A supervisor may learn that one or more employees had been candidates for the supervisor’s job and therefore may be jealous. One constructive approach that a supervisor might take to this problem is to acknowledge the other person’s feelings, ask for the employee’s support, and discuss his or her long-term goals.

79. \_\_\_\_\_ skills are relatively important for first-level managers. Hence, most supervisors start out working in a department they now supervise.

A. Conceptual

**B.** Technical

C. Human relations

D. Decision-making

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

Feedback: Most supervisors start out working in a department they now supervise. Because technical skills are relatively important for first-level managers, the person selected to be supervisor is often an employee with a superior grasp of the technical skills needed to perform well in the department.

80. Jinny, a technical assistant at TechCare Inc., loves her job. She takes pride in the fact that she has a lot of knowledge and understanding of her job. However, she associates with very few people at office and dislikes ordering or requesting others to perform tasks. She finds it difficult to communicate with her superiors. From this scenario, we can infer that Jinny would be a poor supervisor because she lacks \_\_\_\_\_.

A. conceptual skills to create strategies

B. motivation to perform her job better

**C.** the ability to inspire others to achieve their goals

D. the ability to plan her tasks effectively

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

Feedback: In the scenario, Jinny would be a poor supervisor. Some employees are happier carrying out the technical skills of their field, whether it is carpentry, respiratory therapy, or financial management. People who prefer this type of work to the functions of managing will probably be happier if they turn down an opportunity to become a supervisor. In contrast, people who enjoy the challenge of making plans and inspiring others to achieve goals are more likely to be effective supervisors.

81. Kathleen, a new supervisor at Fashions Co., finds it difficult to assign difficult tasks to her subordinates. She thinks her subordinates lack enough motivation to perform these jobs. Consequently, she performs the most difficult tasks at Fashions Co. all by herself. In the context of characteristics of a successful supervisor, Kathleen lacks:

A. desire for the job.

B. a positive attitude.

**C.** the ability to delegate.

D. communication skills.

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

Feedback: Kathleen lacks the ability to delegate. To be successful, supervisors must be able to delegate, that is, give their employees authority and responsibility to carry out activities. Since supervisors tend to have excellent technical skills, delegating may be a challenge.

82. Ravi, a young and enthusiastic employee, loved his job as a technical service executive. He enjoyed being creative and dealing with challenges. Ravi was offered a supervisory position in his department because of his performance and enthusiasm. He accepted the job assuming that it is challenging and creative. However, he finds that the job has little creativity and challenge in it. Later, his team performs poorly under his supervision. In the context of characteristics of a successful supervisor, Ravi lacks:

A. the ability to delegate.

B. a positive attitude.

C. the sense of loyalty.

**D.** desire for the job.

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

Feedback: In this scenario, Ravi lacked the desire for his job because it was less challenging than he had assumed it to be. A successful supervisor must want the job. Some people are happier carrying out the technical skills of their field, whether it is carpentry, respiratory therapy, or financial management. People who prefer this type of work to the functions of managing will probably be happier if they turn down an opportunity to become a supervisor.

83. Jane, a supervisor at MotoDel Inc., would often complain about her position in front of her subordinates. This resulted in poor productivity levels in her team. In the context of characteristics of a successful supervisor, Jane lacked:

A. fairness in her approach toward subordinates.

B. the ability to delegate tasks effectively.

C. communication skills.

**D.** a positive attitude.

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

Feedback: Jane had a negative attitude toward her position, which resulted in poor performance by her team. A successful supervisor has a positive attitude. Employees tend to reflect the attitudes of the people in charge. When the supervisor’s attitude toward work, the organization, and change required by modern trends is positive, employees are more likely to be satisfied with and interested in their work.

84. Jonathan, a new supervisor at Feedz Corp., has problems with assigning authority and tasks to different employees. He finds it difficult to match skills of the employees with the tasks they perform. This affects the efficiency of his projects. In the context of characteristics of a successful supervisor, Jonathan lacks:

A. desire for the job.

**B.** the ability to delegate.

C. loyalty.

D. attitude.

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

Feedback: In this scenario, Jonathan lacked the ability to delegate. To be successful, supervisors must be able to delegate, that is, give their employees authority and responsibility to carry out activities. The employees’ successes show that the supervisor is able to select and motivate employees as well as delegate effectively.

85. A supervisor’s commitment to employees and customers is significant because supervisors:

A. help top management in formulating long-term strategies.

B. act as initiators of ideas regarding product innovations.

C. play a critical role in cross-department communication.

**D.** inspire employees to their best.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Supervision: A Historical Perspective*

Feedback: A supervisor’s commitment to employees and customers is significant because supervisors are critically important to their organizations. Supervisors inspire employees to their best. By motivating employees to perform at their peak, the supervisor enables an organization to benefit from their commitment, talent, and enthusiasm.

86. A supervisor imposes strict punishment for his subordinates who frequently arrive late for work but lacks punctuality himself. Which of the following characteristics does he need to have to become a successful supervisor?

**A.** Fairness

B. Communication skills

C. Loyalty

D. Delegation

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

Feedback: A good supervisor is fair. One of the aspects of being fair is to follow the rules yourself. The supervisor can set a good example, for instance, by being on time and refraining from doing personal tasks on the job or taking supplies home.

87. The characteristic of successful supervisors that involves listening to what employees have to say is known as:

A. fairness.

**B.** communication skills.

C. loyalty.

D. delegation skills.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

Feedback: Supervisors need to be good communicators. Employees and bosses alike depend on a supervisor to keep them informed of what is happening. Employees who receive clear guidance about what is expected of them will not only perform better but also be more satisfied with their jobs. Good communication also includes making contact with employees each day and listening to what they have to say.

88. Assigning work to employees refers to which of the following characteristics of a successful supervisor?

**A.** Ability to delegate

B. Ability to be fair

C. Ability to be loyal

D. Ability to have a positive attitude

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

Feedback: Delegation of authority means giving employees authority and responsibility to carry out activities. A good supervisor must be able to delegate authority effectively.

89. Henry was an engineer in an aerospace company. He had excellent technical skills, and he immensely enjoyed his job, but he lacked interest in making plans and inspiring others to achieve goals. Due to his superior technical ability, he was offered a promotion to a supervisory position. He turned out to be an unsuccessful supervisor. Which of the following characteristics of a successful supervisor did he lack?

A. Loyalty

B. Communication skills

C. Fairness

**D.** Desire for the job

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

Feedback: Henry lacked desire for the job. A successful supervisor must want the job. Some people are happier carrying out the technical skills of their field, whether it is carpentry, respiratory therapy, or financial management. People who prefer this type of work to the functions of managing will probably be happier if they turn down an opportunity to become a supervisor.

90. Mark has been promoted to a supervisory position. He explains to the workers what their job is but fails to provide them with feedback about their performance. Due to this, the workers keep making the same mistakes over and over again. Which of the following characteristics of a successful supervisor should Mark have to become a better supervisor?

A. Loyalty

B. Ability to delegate

C. Fairness

**D.** Communication skills

*AACSB: Reflective Thinking*

*Accessibility: Keyboard Navigation*

*Bloom's: Apply*

*Difficulty: 3 Hard*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

Feedback: Mark needs to practice better communication skills. Supervisors also need to be good communicators. Employees and bosses alike depend on a supervisor to keep them informed of what is happening. Employees who receive clear guidance about what is expected of them will not only perform better but also be more satisfied with their jobs.

91. In general, the employees reporting to supervisors are managers.

**FALSE**

A supervisor is a manager at the first level of management, which means the employees reporting to the supervisor are not managers.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-01: Define what a supervisor is.*

*Topic: Supervision: A Historical Perspective*

Feedback: A supervisor is a manager at the first level of management, which means the employees reporting to the supervisor are not managers.

92. In an organization whose management is not committed to developing a diverse workforce, supervisors should not indulge in providing advice and coaching to female and nonwhite employees.

**FALSE**

Unfortunately, many supervisors still work for organizations that fail to see the advantages of hiring and developing a diverse workforce. Even in an organization whose management is not committed to these goals, supervisors can provide advice and coaching to female and nonwhite employees, helping them get along in the organization.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor’s role.*

*Topic: Types of Supervisory Skills*

Feedback: Unfortunately, many supervisors still work for organizations that fail to see the advantages of hiring and developing a diverse workforce. Even in an organization whose management is not committed to these goals, supervisors can provide advice and coaching to female and nonwhite employees, helping them get along in the organization.

93. Supervisors’ responsibilities include building employee morale and carrying employee concerns to the relevant managers.

**TRUE**

Supervisors are expected to serve as a kind of linchpin, or bridge, between employees and management. Thus, their responsibilities include building morale and carrying employee concerns to the relevant managers.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.*

*Topic: Responsibilities of the Supervisor*

Feedback: Supervisors are expected to serve as a kind of linchpin, or bridge, between employees and management. Thus, their responsibilities include building morale and carrying employee concerns to the relevant managers.

94. Cooperating with co-workers in other departments is one of the responsibilities of a supervisor.

**TRUE**

One of the important responsibilities of supervisors is to coordinate with co-workers in other departments. They should respond promptly when a co-worker in another department requests information. They should share ideas that will help the organization’s departments work together to accomplish common goals.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.*

*Topic: Responsibilities of the Supervisor*

Feedback: One of the important responsibilities of supervisors is to coordinate with co-workers in other departments. They should respond promptly when a co-worker in another department requests information. They should share ideas that will help the organization’s departments work together to accomplish common goals.

95. A company can hire a recent college graduate as a supervisor if that person demonstrates leadership potential or a specialized skill that will help in the position.

**TRUE**

A company can hire a recent college graduate to be a supervisor if he or she demonstrates leadership potential or a specialized skill that will help in the position. Technical and leadership skills are critical for supervisory positions.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Remember*

*Difficulty: 1 Easy*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

Feedback: A company can hire a recent college graduate to be a supervisor if he or she demonstrates leadership potential or a specialized skill that will help in the position. Technical and leadership skills are critical for supervisory positions.

96. A new supervisor should make changes quickly and without consulting any of the employees.

**FALSE**

A new supervisor should not rush to make changes in a department but instead should first understand how the department works and what employees expect. Making quick changes without seeking their input can alienate employees and put them on the defensive.

*AACSB: Analytic*

*Accessibility: Keyboard Navigation*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

Feedback: A new supervisor should not rush to make changes in a department but instead should first understand how the department works and what employees expect. Making quick changes without seeking their input can alienate employees and put them on the defensive.

97. Describe management functions according to Henri Fayol.

Feedback:Henri Fayol (1841–1925), a French industrialist, is often regarded as the pioneer of administrative theory. The ideas that he generated relative to general management principles are still considered to be important among contemporary thinkers. Mr. Fayol asserted that all managers have primary management functions to perform in organizations. These functions include:

• Planning—setting goals for an organization, and developing an overall strategy for achieving the goals

• Organizing—assigning tasks to specific members of the organization

• Leading—motivating the employees of the organization to achieve the tasks that were given to them, as well as handling conflicts as they arise

• Controlling—overseeing the various tasks that are being completed and ensuring that they are done in the expected manner; making sure that things go as planned

*AACSB: Analytic*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.*

*Topic: Supervision: A Historical Perspective*

98. How should a supervisor manage a diverse workforce? What are the opportunities and challenges?

Feedback:Good human relations skills are especially important in today’s environment because of the increasing diversity of the U.S. workforce. While the share of white men in the workforce declines, the share of black, Hispanic, and Asian workers is expected to rise. Women are entering the workforce at almost the same rate as men. In addition, the segment aged 55 years and over is expected to represent more than 25.2 percent of the U.S. population by 2020.

Together, these changes mean that supervisors can expect to have more employees who are female, nonwhite, and experienced —perhaps senior citizens holding a job after retirement. This growing diversity enables supervisors to draw on a greater variety of talent and gain insights into more perspectives than ever before.

Although diversity is not a new issue, the even greater diversity expected in the U.S. workforce of the future—coupled with laws and policies intended to ensure fair treatment of various groups—requires supervisors to work successfully with a much wider variety of people. Some of the people from other backgrounds may be the supervisor’s own managers, partly owing to today’s global economy.

*AACSB: Analytic*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor’s role.*

*Topic: Types of Supervisory Skills*

99. Discuss the changes that a person goes through when he or she gets promoted to a supervisory position.

Feedback:Becoming a supervisor marks a big change in a person’s work life. The new supervisor suddenly must use more human relations and conceptual skills and devote more time to planning ahead and keeping an eye on a department’s activities.

Also, a change occurs in the supervisor’s relationships with the employees in the department. Instead of being one of the crowd, the supervisor becomes a part of management—even the target of blame or anger when employees resent company policies. All these changes are bound to lead to some anxiety. It is natural to wonder whether you are qualified or how you will handle the problems that surely will arise.

*AACSB: Analytic*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.*

*Topic: Becoming a Supervisor*

100. How can supervisors be loyal and fair at their work?

Feedback:Successful supervisors are loyal. As a part of the management team, they must take actions that are best for an organization. This responsibility may include making decisions that are unpopular with employees. In such situations, supervisors must recognize that taking on a supervisory job means they cannot always be "one of the gang."

Successful supervisors are fair. Supervisors who play favorites or behave inconsistently will lose the support and respect of their employees and not be able to lead effectively. Also, when supervisors make assignments and decisions on the basis of whom they like best, they will not necessarily make the assignments and decisions best suited to the organization. Another aspect of being fair

is to follow the rules yourself. The supervisor can set a good example, for instance, by being on time and refraining from doing personal tasks on the job or taking supplies home.

*AACSB: Analytic*

*Bloom's: Understand*

*Difficulty: 2 Medium*

*Learning Objective: 01-08: Identify characteristics of a successful supervisor.*

*Topic: Characteristics of a Successful Supervisor*

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